DOCUMENT RESUME

ED 367 606 SP 035 023

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TITLE Learning through Assessment: A Project Approach.
PUB DATE 18 Feb 94
NOTE 20p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 16-19, 1994).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Beginning Teachers; Elementary Secondary Education; *Extended Teacher Education Programs; Higher Education; *Integrated Curriculum; Interdisciplinary Approach; *Internship Programs; Practicums; *Preservice Teacher Education; Program Implementation; Student Evaluation; *Student Projects; Student Teachers; Student Teaching; Teacher Certification; *Teacher Education Curriculum; Teacher Education Programs
IDENTIFIERS University of Southern Maine

ABSTRACT

This paper describes the teacher certification program offered at the Fryeburg site of the University of Southern Maine's Extended Teacher Education Program and how the spirit of inquiry that is fostered through a project approach affects the interns and the practicing teachers with whom they work. The program uses a project approach to organize the interns' experiences and offer a coordinated approach to the curriculum which helps interns to unify experiences more completely. The projects are assigned and assessed through a general methods class. The projects assigned are: a teaching platform; a comparative child study; collaboration with other interns on a thematic integrated unit; the artifact collection (videotapes of three planned lessons which are analyzed, and an action research report); a response journal; and a portfolio. Through these projects, the program models that: teachers are guided by students' progress; learning demonstrated through a project, not a paper and pencil test, may be longer lasting; student-selected work reveals things that required work does not; the product is important, and so is the process required to produce the product; and opportunities for students to unify their learning through a variety of modes is an effective strategy. Program materials are appended to the paper. (JDD)

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Learning Through Assessment: A Project Approach

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From the Fryeburg site of the University of Southern Maine's
Extended Teacher Education Program (ETEP)

Prepared for:

1994 Annual Meeting of
American Association of Colleges for Teacher Education
Chicago, Illinois - February 16-19

Friday, February 18, 1994 / 2:15 - 3:15 p.m.

SP035023

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Learning Through Assessment - A Project Approach

Every school day, school busses travel more than 1700 miles over the 252 square miles of seven towns in western Maine and two towns in New Hampshire to deliver the 1300 K-12 students in Maine School Administrative District #72 to the five elementary schools, or the middle school, or the private Academy to which the students are tuitioned by the taxpayers in their hometowns. In the K-8 public schools there are 51 classroom teachers and at Fryeburg Academy there are 48. These teachers, like those in most school districts, are individuals with varying degrees of curiosity, energy, and dedication. For the more curious and energetic, the University of Southern Maine, at a distance of about 40 miles, is available to offer opportunities to meet with other educators from around southern Maine, through the Southern Maine Partnership, and to offer graduate level coursework leading to a Master's degree.

Choosing to begin this discussion with a focus on practicing teachers was deliberate because *if the education of aspiring teachers is to take place in schools, as it needs to, it is important to focus on the teachers and schools where the interns' placements will be made.*

This paper describes the teacher certification program offered at the Fryeburg site of U.S.M.'s Extended Teacher Education Program (the certification year of ETEP is also offered at four other locations around southern Maine) and how the spirit of inquiry that is fostered through a project approach affects the interns and the practicing teachers with whom they work.

Background or How the University/School Partnership Came to Be

About nine years ago, a handful of teachers from one of the schools in our District began to examine their purposes for teaching and, after careful deliberation and assistance from the principal in that building, they started a process of change that can most easily be seen today in a restructuring of grades, space, and time for children in grades K through 2. This process of discovery and examination led them to reach outside their building for assistance and support. For instance, the Maine Department of Education recognized their efforts through Innovative Educational Grants to support specific innovations and the University of Southern Maine offered the District a charter membership in the newly-forming Southern Maine Partnership. Those teachers continued to be involved with other educators outside of our District at Partnership

meetings and in graduate classes at the University. There was a growing desire, on the part of that handful of teachers and their principal, to become immersed in the discussion of what school is about and how we should conduct it. In 1991, when U.S.M. began looking for additional sites for its newly-created Extended Teacher Education Program (ETEP), a local teacher suggested that, since so many of Maine's children are educated in rural schools, the education of new teachers should, logically, take place there. At that point, Lee Goldsberry began discussions with the Superintendent of M.S.A.D. #72 and the Headmaster of Fryeburg Academy, and by August of 1992 twelve interns were housed in one of the Academy's dorms to begin an intensive, year-long, post-baccalaureate program that would result in a Maine teaching certificate and a substantial start (33 of 48 credits) toward a Master's degree in Teaching and Learning.

The ETEProgram in Fryeburg

In Fryeburg, university coursework is most intensive during the fall semester while teaching in classrooms becomes the focus during the spring semester. Interns (this year there are 15) arrive in mid-August for team-building activities with their host teachers (fall placement), front-loaded coursework, and orientations to ETEP, their living arrangements and duties at the Academy. Once school begins, university coursework is suspended for three weeks so the interns can spend full days in their host teachers' classrooms to witness the beginning of a school year. By late September, interns are again involved in their graduate coursework, which is offered on-site, while maintaining a presence in the host teachers' classrooms for at least a day and a half per week. For a period of about six weeks, from early October through Thanksgiving, interns begin "rotations" or visits to every building in the District and to various grade levels where they have the opportunity to talk with teachers before and after an observation of a lesson. These rotation visits allow the interns to observe developmental differences among children; different teaching styles; the alignment, or lack of it, between grade levels in different buildings; the role of the principal and the school climate in different buildings; and to focus on questions about children, classroom organization/ management, and the educational philosophy of the teacher that can be inferred from his/her behaviors. These visits allow the interns to begin thinking about their own philosophies or platforms of teaching, and that brings us to one of the projects required of the Fryeburg ETEP interns.

The Project Approach

Before elaborating on the projects, a short explanation of the project approach is in order. In the September 1918 issue of the *Teachers College Record*, William Kilpatrick, a professor of education from Columbia Teachers' College, wrote "I had felt increasingly the need of unifying more completely a number of important related aspects of the educative process" (319-320). He believed that a project could be that unifying idea if it were a "hearty purposeful act" that emphasized action and utilized the laws of learning within a moral social context. He further believed that the wholeheartedness required in carrying out the purposeful act, or the project, would "render available all the pertinent connected inner resources" (326-327) and that "the individual (would be) modified so that he sees what before he did not see or (would do) what before he could not do" (328).

In Maine, teacher certification is currently based on whether an individual has attended and successfully completed a prescribed sets of courses (see page 8), passed the NTE, and successfully completed a student teaching experience. The coursework required is often planned and implemented by professors in isolation from one another and from teachers in the field. Indeed, often the only thing that can be known about any course on the required list in Augusta is whether the title of the course fits the requirements by sounding right.

In an attempt to overcome this typical fragmentation, the Steering Committee of the Fryeburg ETEP site envisioned a coordinated approach to the curriculum and approved as an overarching organizer to the experiences that would be offered to the interns, a project approach. The projects would require the interns to unify the experiences they would have more completely and would, hopefully, help them understand and be able to do that which before they were unable to understand and do. The Steering Committee approved five projects for last (the first) year and six for this year (see pages 9-13). The projects are assigned and assessed through a general methods class which all of the interns are taking even though it is an elective for some.

Last spring, Fryeburg ETEP received a grant from the Maine Community Foundation. The purpose of the grant was to bring together those people who make curriculum and delivery decisions in the hopes that there could begin a breaking down of the walls between the required courses and a more integrated approach could be offered using the projects as a unifying strategy.

The projects assigned are:

- √ **The Espoused Platform**
- √ **The Comparative Child Study**
- √ **The Integrated Unit**
- √ **The Artifact Collection which includes**
  - **Three Planned Lessons, Videotaped and Analyzed**
  - **The Action Research Report**
  - **Other Artifacts Selected to Illustrate the Intern's Teaching and its Consequences for Learners**
- √ **The Response Journal**
- √ **The Portfolio**

A **teaching platform** (Sergiovanni and Starratt, 233-234) is a tool that each intern develops to make his/her beliefs and attitudes about teaching known and each intern is asked to articulate teaching strategies consistent with his/her own explicit purposes. It is the underpinning or the foundation of a teacher's practice. We, as supervisors, use the intern's platform to help them compare their espoused platform to their actions in the classroom or to their platform in use. When beliefs and actions are not aligned, interns are asked to reflect and reconcile them. The development of a platform can generate significant conversations between interns and practicing teachers for the benefit of all concerned.

The **comparative child study** requires the intern to compare case studies of two learners (one case study was assigned for the Life Span course and the one was completed for the Exceptionality class), in order to begin to understand the diverse needs of the individuals they will face in the classroom. After identifying the learning needs of the two learners, interns are asked to delineate teaching approaches they would use with each student and evidence they would collect to gauge
the success of their attempts.

The **integrated unit** aims to create an understanding of the contributions each discipline makes to the understanding of a single concept or theme while providing each intern with the opportunity to collaborate with others who are involved at the same grade level. Last year three units were planned, implemented, and assessed, one each at the primary, intermediate and secondary levels. This year, units will again be planned and hopefully implemented and evaluated at those three levels with the added benefit of an art intern as a member of each team.

The **artifact collection** is meant to demonstrate the planning and formal evaluation of learning activities and the evidence of learner consequences. Interns are asked to analyze **three**

videotaped lessons they have taught and to self-evaluate that teaching. Included, also, should be evidence of the consequences the teaching had on the learners in the classroom. This could include photographs, student work, or anecdotes written by the intern, a student, or the mentor teacher. In addition, interns are expected to do **action research** on a teaching question that interests them enough to study. Mentor teachers often assist the interns with the action research by becoming data collectors. Decision-making regarding future teaching practice is informed by the action research completed by each intern.

The **response journal** documents the learner-becoming-a-teacher experience. Entries might be focused by course instructors, site coordinators or mentor teachers. If so, they would be collected and read. Interns are expected to write about their general reactions to things witnessed or how the program is going for them. These more personal reflections may be shared (and often are with the site coordinators) or removed from the loose leaf binder before submitting to others.

The **portfolio** is a collection of materials selected by the intern to best demonstrate who s/he is as a teacher. By having each intern choose the work s/he will share with others during a portfolio show or during a job interview, we learn a great deal about him/her. We will ask each intern to tell us why each item was chosen and what it represents and how the manner of presentation was chosen.

Assessment

The interns are given guidelines, most often in the form of questions, to help them plan and produce the projects. Assessment of the projects is on-going, reflective, and, in some instances, guided by criteria for assessment determined by the interns themselves. Formative discussions about the projects and about the interns' teaching experiences consume most of the Seminar time, a weekly class that involves all fifteen interns. Interns have told us through a program evaluation done at the end of the first semester how valuable that time is to "troubleshoot" areas of concern.

So, what are the learnings we are acquiring and what do we hope to model for the interns as their projects are assessed? We are modeling and learning (and hope that the interns are, too):

√ ***that we, the teachers, are guided by the progress made by our students and we plan future learning experiences around the questions we hear them ask.***

√ ***that products based on standards need not be standardized.*** We believe that expectations are firm but fair. Interns help to set the standards, in some cases. The projects allow for a variety of responses. In other words, we often are clear about the "what" and the "why" of the projects but not always the "how."

√***that projects must be meaningfully connected to the future needs of these teachers-to-be.*** In other words, they should be relevant. When that is not the case, as we are hearing from last year's cohort group regarding the comparative child study, we will reassess the requirement. This internship year is not an exercise in jumping through hoops.

√***that learning demonstrated through a project, not a paper and pencil test, may be longer lasting because it remains and can be learned from again and again.*** Reflection during the "doing" of the project is valuable but, later, the project will serve as a benchmark of intern progress in his/her career as a teacher.

√***that student-selected work reveals things that required work doesn't.*** There is much to be learned from a student explaining the work s/he chose to include in his/her portfolio.

√***that sometimes student work needs to speak for itself and not be reduced to a letter grade*** **and** ***that assessment takes many forms and comes in many packages and may best be described in words instead of numbers.*** Several of last year's interns are convinced that they were hired, not because of the transcript but because of the portfolio.

√***that given time and encouragement and a means to self-assess, the products will often exceed the original expectations interns had of their own capabilities.***

√***that it's not only the product we're after but the process required to produce the product.*** For example, the planning and implementation of the interdisciplinary unit is often a "hassle" but demonstrates what it takes to work collaboratively with others which may provide the courage required to do it again.

√ ***that often one's personal learnings are worth sharing because they shed new light on areas we all need to think about.*** That's why we are here, to share what we are learning. That's why we encourage interns to share their response journals with us and their action research projects at NEERO and their portfolios at a portfolio show and their integrated units to the community.

√***that we don't always know what to look for in terms of intern growth and that others*** **(the interns and their hosts/mentors)** ***sometimes do.*** It takes an entire community to develop a teacher.

√that opportunities for students to unify their learnings through a variety of modes is an effective strategy. Kilpatrick wrote about the efficiency of such an approach by stating that projects transcend the products themselves by "securing from the activity the learning which it potentially contains" (334).

We hope to see, over a period of time, that our former interns will develop into teachers who are eager to take the kind of meaningful learning experiences asked of them during their internship year into their own classrooms, modified, of course, to be used with their own students. We have begun the data collection that will help us know whether that is true and we look forward to sharing it in the future.

Where do we go from here?

The five ETEP sites from the University of Southern Maine have been awarded a grant by the Maine Department of Education to develop an outcome based teacher education program. ETEP faculty and cooperating teachers at the five sites have developed a list of eleven desired outcomes (see page 14). It may be that, in the future, we will be able to do away with certification based on superficial examination of course titles and allow demonstrations of the eleven outcomes to serve as evidence of teaching readiness. We believe that many of the projects required in Fryeburg already demonstrate progress toward those eleven outcomes.

In conclusion, Goodlad's statement that "the renewal of schools, teachers, and the programs that educate teachers must proceed simultaneously" could serve as the motto for all of U.S.M.'s ETEP sites. In Fryeburg, the vehicles which serve to promote learning for the interns and the practicing teachers with whom they work are the projects. The assessment of those projects adds another dimension to the learnings that surround us on a daily basis.

Goodlad, John. *Teachers for our Nation's Schools*. San Francisco: Jossey-Bass Publishers, 1990.

Kilpatrick, William H. "The Project Method." *Teachers College Record*, 19 (4): 319-335, September, 1918.

Sergiovanni, Thomas J. and Robert J. Starratt. *Supervision: Human Perspectives (Fourth Edition)*. New York: McGraw-Hill Publishing Company, 1988.

Fryeburg ETEP -- 1993-1994
Course List

This is a list of all courses offered as part of the 1993-1994 Fryeburg ETEProgram.

COURSES FOR ALL INTERNS:

HRD 660	Life Span
EXE 540	Exceptionality
EDU 541	Seminar
EDU 652	Instructional Design and Evaluation

COURSES FOR ART INTERNS:

AED 520	Introduction to Art Education
AED 621	Seminar in Art Education
AED 521	Principles & Procedures
AED 629	Internship (6 credits)

COURSES FOR ELEMENTARY INTERNS:

EDU 505	Math Methods
EDU 512	Writing Process
EDU 520	Reading Development
EDU 552	Science Methods
EDU 551	Social Studies Methods
EDU 644	Internship (6 credits)

COURSES FOR SECONDARY INTERNS:

EDU 555	Content Methods Lab
EDU 514	Reading / Content Areas
EDU 554	Independent Study (Special Methods)
EDU 651	Strategies
EDU 613	Internship (6 credits)

CHARACTERISTICS OF THE FRYEBURG ETEP SITE

Joint emphasis on preservice and continuing teacher education	Suggests that all involved -- interns, host teachers, mentor teachers, course leaders, University faculty, site coordinators, and ETEP steering committee -- are engaged in learning respectfully together and demonstrate a commitment to life-long learning.
Emphasis on coherent and coordinated education - the k-12 focus	Suggests that all involved are trying to develop and implement a curriculum that is meaningful built upon what the learners have experienced and learned in the past and that deliberately lays a thoughtful foundation for future learning.
Emphasis on belonging - the community spirit focus	Suggests that all involved recognize that learning goes on in and influences a broader community -- implying a deliberate attempt to demonstrate responsible, caring, and informed democratic action, including understanding and respect for people of diverse cultures.
Emphasis on continuing professional development - the self-evaluation and professional improvement focus	Suggests that all involved are actively engaged in learning about good teaching and continually strive to enhance personal performance by seeking and welcoming critical feedback focused on determining how teaching practices serve learners' needs.
Emphasis on skilled service - the education as community service focus	Suggests that all involved view teaching as a highly skilled form of public service -- implying that respectful and tactful communication with all members of the community is demonstrated, and that skilled communication with learners is essential.

PROJECTS FOR FRYEBURG ETEP -- 1993 -1994

A fundamental premise of the Fryeburg ETEProgram is that good teaching practice is a deliberate combination of principles and theories of pedagogy and the wisdom of practice in the field. Five major projects serve to provide meaningful application of this intersection between theory and practice. These are: (1) the *espoused platform;* (2) the *comparative child study;* (3) the *integrated unit;* (4) the *collection of artifacts;* (5) the *action research report;*and (6) the *response journal*. These cumulatively provide a rich foundation from which each intern is expected to construct a personal portfolio which represents his/her identity as a teacher. Below is a brief list of these five components and the overarching portfolio for your consideration.

THE PORTFOLIO

The personal portfolio is a culminating display of the intern's best work which helps communicate teaching goals, practices, and successes to an educator unfamiliar with the intern's work. The precise contents and format of the portfolio are left to the discretion of each intern. Evaluation criteria include the portfolio's accurate portrayal of the intern's platform, practices, and potential for professional development. The incorporation of student work, photographs, video tapes, or other illuminating artifacts is strongly encouraged. To facilitate the selection of such telling artifacts each intern is strongly advised to begin an artifact collection early in the school year.

THE ESPOUSED PLATFORM

Each intern will develop a personal "platform" -- an explicit statement about the purposes she or he espouses for personal teaching connected to a set of planks which define the intern's key beliefs about teaching and learning and link these beliefs to specific actions the intern advocates using to support intended learnings. The purposes for personal teaching should explicate endorsed goals for K-12 schools and the learners who attend them as well as specify the knowledge, skills, attitudes and dispositions the intern: 1) believes that K-12 schools should strive to develop in each learner; and 2) the learning he or she seeks to promote with personal teaching.

A platform plank builds upon stated purposes by connecting them to clear strategies for personal teaching practice. For example,

I endorse developing personal leadership and responsibility, good problem-solving, and effective group communication strategies as goals both for K-12 schools and for my personal teaching. I also believe that articulating clear expectations for teaching and learning make accomplishment of those expectations much more likely.[1] *Therefore, I will do my best to: 1) articulate my expectations so that I and my fellow teachers can consider and refine them; 2) recognize that when all expectations cannot be realized, some will have to take priority -- therefore I will have to consider and tentatively prioritize the relative importance of my expectations; 3) present my*

[1] Good, Thomas. "Two Decades of Research on Teacher Expectations ... " *JOURNAL OF TEACHER EDUCATION, 38* (4):32-47.

expectations as clearly as possible and as frequently as necessary to learners so that they can, in return, demonstrate full understanding of what I expect them to do; 4) use my own expectations as guides to evaluate the success of individual learners considering both the fairness of the expectation and alternative strategies for achieving it when learners do not succeed; and 5) ask for and receive suggestions from learners as to alternate expectations which better serve the purpose -- considering each suggestion fairly for its match both to the purpose at hand and to the long-term benefit of the learner. Specific teaching moves that I will use at varying times include: 1) distributing expectations for major assignments in writing; 2) inviting and honoring questions regarding the clarity and ultimate purpose of expectations; 3) inviting and honoring suggestions from individuals as to specific alternate procedures for accomplishing the same purpose; 4) giving examples and non-examples of any expectation which learners report as confusing; 5) explicitly state my reasons for accepting or rejecting alternative procedures in terms of stated purposes for the learning experience; and 6) asking periodically if learners understand stated expectations, thereby giving them an invited opportunity to raise questions.

THE COMPARATIVE CHILD STUDY

Each intern will examine in depth the school experience of two different learners -- one categorized as exceptional in some way, the other not. For each learner the following questions should be addressed:

What learning goals are established for this learner?

How do these goals fit the learner's interests, abilities, or needs?

How are these goals different from goals for other learners in the setting?

What teaching methods are commonly used to achieve these learning goals?

Which of these teaching methods seem most useful for this learner? Evidence?

What is the learner's perception of self? ... of school? ... of learning?

What factors contribute to these perceptions?

How do these perceptions influence the learner's achievement?

What does the learner believe he does well? ... poorly?

What does the learner enjoy doing?

What goals do *you believe* should take priority for this learner at this time? Why?

What methods of teaching do *you believe* should be emphasized with this learner? Why?

Please cite test results, quotes from the learner, teachers, or parents, specific and direct observations, and other data which help establish specific points or recommendations. Conclude your study of each learner with a set of recommendations which you believe will best serve the identified learning need of this youngster. State how you might evaluate each recommendation to make certain it was producing the intended learning benefit and that the learner both understood and valued the benefit. Conclude the overall paper with a section that addresses what you have learned (or ideas that have been reinforced) through the process of studying the needs of both learners and how you hope these learnings influence your practice as a teacher.

THE INTEGRATED UNIT

In teams of four or five, interns will prepare, deliver (we hope), and evaluate a unit of instruction which integrates learning across disciplines. Each unit will be characterized by:

1. Clear and explicit expectations for learner benefits;
2. The design of activities to achieve these benefits that are consistent with unit goals and with the platforms of the interns who compose the team;
3. Specific plans for both formative and summative evaluation of intended benefits including predetermined success criteria; and
4. A thorough evaluation of the unit as delivered including artifacts depicting learner efforts and recommendations for future revisions.

Artifacts depicting the above four components should be collected, and an overall presentation of the unit and its assessment prepared. This presentation should actively involve every group member, should include visuals (handouts, overhead transparencies, actual artifacts) which help convey the specifics of the teaching or learning of the unit, and should last between 20 and 30 minutes.

THE COLLECTION OF ARTIFACTS

The collection of artifacts is a combination of materials which reflect the planning and formal evaluation of learning activities and the evidence of learner consequences. One vital part of the collection of artifacts is a set of three planned lessons which are recorded on videotape and analyzed to determine the extent to which teaching tactics have been successful. Unless arranged otherwise with the site coordinators these lessons will be recorded during the first, third, and fifth weeks of the intern's full teaching experience. Specific evaluation criteria for each taped teaching episode will be established *prior to* taping the lesson. As part of the lesson planning process, the intern will develop these criteria from the intern's espoused platform, from learnings from USM coursework, and from personal goals for improvement. Having a fellow intern view the lesson and assist in evaluating the tape is strongly recommended. Each analysis will specifically identify teaching moves which seemed successful (including the definition and evidence of success), and those which may prove even more successful in the future. The primary (though not sole) purpose of this exercise is to develop skills of focused self-evaluation. (Suggesting that a modestly successful lesson followed by an insightful, thorough and productive assessment is a better indicator of success than a wonderful lesson followed by a modestly successful self-evaluation.)

The artifact collection provides documentation of the consequences of the intern's teaching for learners. Whether an artifact be a photograph, a piece of a learner's writing, a test, or simply an anecdotal description of a well-functioning cooperative learning group, it can serve to help answer the important question, *how am I doing as a teacher?* As such, the artifact collection becomes a source for informing the intern (and possibly others) as to the positive and negative responses of learners to specific teaching strategies or tactics. The careful and deliberate collection of such artifacts to help answer specific questions about the consequences of selected teaching moves is a form of *action research*, systematic inquiry into the consequences of one's actions.

THE ACTION RESEARCH REPORT

While many informal examinations of the success of one's teaching actions may appear in the response journal, at least one of these self-evaluations of one's teaching moves will be developed as a more formal *action research report.* This report outlines the steps you have taken to evaluate your success in helping your learners achieve some meaningful outcome, and includes a systematic assessment of their progress.

It all starts with a problem. Puzzle may be a better word. Question what you have to do to have the desired effect. Questions might look like one of these: *What do I have to do to get these kids interested in plants? How can I get Chris to understand fractions? How can I get that group of boys to stay on task? What can I do to improve the way these kids write?* As you look at those questions, two distinct elements should stand out. First, in each case the problem identifies a desired effect, or target. Whether the target involves a single child or the entire class, the purpose of the action you will take is to reach that target. The second element that is common to all these questions is the deliberate search for teacher actions that will produce the desired target. It is very important to realize that action research is an honest search for: 1) a reasonable course of action to produce the intended target effect; and 2) the consequences for learners (positive and negative, intended and unintended) of trying out that course of action. The action research report, then, clearly describes: (1) the puzzle that you have selected; (2) the target effect(s) that you desire; (3) the actions you identified as reasonable to attempt to accomplish the target effect(s); (4) the indicators in terms of learner behaviors or products that inform you about the success of your efforts; and (5) the conclusions you draw about the worthiness of your actions, including recommendations for future modifications.

THE RESPONSE JOURNAL

Each intern is expected to keep an ongoing *response journal* reflecting his/her perceptions, questions, insights, or confusions as s/he explores the complexities of classroom teaching. The internship is a time for experiencing the demands and joys of classroom teaching. The response journal is a vehicle for recording this exploration, and for sharing observations, concerns, and puzzlements with others. (USM faculty, host and mentor teachers, fellow interns, and site coordinators may review and comment upon your entries.) Journal entries will include *focused observations* (direct discussion of witnessed events which emphasize description of the learning setting, activities, and teacher and learner actions), *focused reactions* (discussions of your ideas in response to specific questions [e.g., What is needed for a good classroom discussion? -or- How would you try to encourage a learner who felt that she did nothing right?], *general reactions* (your own tentative responses to witnessed events or to ideas pertaining to classroom teaching), and *tentative platform planks* (in which you discuss the practices you want to characterize your own teaching along with the intended consequences of these practices for learners). Some of your journal entries may be hybrids of these four types or may be just *personal reflections* which are important to you. It is recommended that you keep this journal in a loose leaf binder so that you may exclude more personal reflections when sharing your journal with instructors or colleagues.

Outcomes Desired of ETEP Prepared Teachers

1. The teacher enjoys working with children and demonstrates respect, concern and an understanding of how they continue to develop and learn. S/he uses this knowledge to plan and guide instruction and create a supportive learning environment for all students.

2. The teacher understands the framework of the subject matter s/he teachers. S/he makes accessible to students the discipline's tools of inquiry, central concepts, internal structure, and connects to other domains of knowledge in a manner that promotes learners' independent inquiry.

3. The teacher plans and evaluates instruction based on knowledge of the learner, the subject matter, the community, intended student outcomes and the curriculum.

4. The teacher understands and uses a variety of teaching strategies, including appropriate technology when possible to promote learning and independent inquiry for all students.

5. The teacher enhances and documents learning through continuing use of formal and informal assessment strategies, communicates feedback and promotes guided self-evaluation in learners.

6. The teacher models respect for individual differences and an appreciation of the basic worth of each individual. S/he plans instruction with sensitivity to issues of class, gender, ethnicity, sexual orientation, and handicapping conditions and works to foster an appreciation of diversity among students and co-workers.

7. The teacher clearly communicates her/his beliefs about learning, teaching, assessment, and the role of education in society and demonstrates practices that support those beliefs.

8. The teacher understands principles of community and plans instruction to promote ideals, values, and practices of citizenship.

9. The teacher understands and implements classroom management techniques appropriate to the classroom community.

10. The teacher understands social systems and the necessity of change for personal and professional development. S/he demonstrates an ability to change and work collaboratively with colleagues to respond to emerging needs of the social environment.

11. The teacher recognizes that s/he is, above all, a learner. S/he continually reflects on and evaluates choices and actions, communicates joy in learning, and engages in ongoing professional development.

MENTORSHIP: A Personal Advantage as Well as a Rewarding Challenge

Personal Advantages:

-**Colleague Consultation Course** - helpful for peer coaching as well as for mentoring.

-**Project Adventure Experiences** - you find yourself participating in experiences you would never have considered before; some of the activities work well in the classroom.

-**New Ideas for the Classroom** - my interns have brought wonderful new and refreshing ideas and activities from their recently completed course work, particularly in the areas of problem solving, critical thinking, scientific inquiry.

-**Encourages Continuous Reflection** - as every aspect of you day, as well as your platform, is observed, questioned, and discussed with your intern, one is constantly reflecting on goals, purposes and practices.

-**Action Research Projects** - my interns have taken a close look at particular areas of my classroom as an action research project and have given me valuable feedback as to the value of these programs.

-**Teacher/Pupil Ratio** is lowered by 50% - my students greeted my new intern this year with excitement and verbalized how they were now going to have two people to help them instead of one.

-**Five Additional Professional Days** - during the time by intern is in my classroom I have the opportunity to attend conferences, visit other programs, or consult in other schools.

-**Opportunity to Work with Adult Learners** - I have been leading the practicum portion of the literacy coursework for the University of Southern Maine ETEP interns at the Fryeburg site.

-**Coursework is Offered for Teachers** - all teachers have the opportunity to register for the ETEP courses which are offered on site which is a tremendous timesaver as the University is 40 miles away.

-**Monthly Professional Development Opportunities** - timely issues in the field of education are sponsored and presented by U.S.M. for teachers and citizens of the area.

-**Monetary Compensation** - U.S.M. compensates mentor teachers ($350.00) and course leaders ($200.00).

Lauren Potter, Mentor Teacher
Extended Teacher Education Program
University of Southern Maine
Fryeburg, Maine ETEP Site

Survey of the First Group of ETEP Interns at the Fryeburg Site - 1992-93

Reaction of the 1992-93 interns to the project approach was extremely positive. Everyone surveyed believed this approach has enhanced their teaching abilities. However, not all the projects were looked upon favorably.

PROJECT	HELD VALUE	HELD NO VALUE
√ **Platform**	100%	
√ **Comparative Child Study**		100%
√ **Video Tape Analysis**	50%	50%
√ **Integrated Unit**	66%	33%
√ **Portfolio**	100%	

Advantages for Interns, Unique to the Fryeburg ETEP Site

1. Living arrangements - Room and board are provided free to interns, in exchange for certain duties.
   A. Dorm Duty - Aids in developing classroom management skills.
   B. Interns Support - With the other interns living in the same building, a sincere support base is developed.
   C. Planning Advantages - While living in the same dorm and eating at the same time there are obvious scheduling advantages.
   D. Area - Fryeburg is located at the base of the White Mountains.
2. University Attention
   A. On-site Instruction - The 40 mile commute between Fryeburg and the University is done by the professors and not the interns.
   B. On-site Supervisors - Ms. Hastings and Professor Goldsberry located on campus.
3. Fryeburg Academy
   A. Diversity - Dorm population includes children from all over the world; local day students also add a unique perspective; every socio-economic background is represented but none is the majority.
   B. Teacher Acceptance - The entire faculty is extremely friendly and willing to help.

Jim Olcott
Secondary Social Studies Teacher
Fryeburg Academy

The Presenters

Lee Goldsberry is an Associate Professor at the University of Southern Maine where he is a member of both the professional and teacher education faculties. He serves as the University-based site coordinator for U.S.M.'s Extended Teacher Education Program (ETEP) in Fryeburg where he teaches graduate-level courses in "Instructional Design and Evaluation," oversees an independent study in "Special Methods" for each secondary intern, and leads the "Seminar." In addition, he supervises the interns during the "Internship." At the University, he teaches "Supervision and Evaluation of School Personnel" and "Critical Issues in Teaching and Learning." For diversion, Dr. Goldsberry serves as member of the M.S.A.D. #55 School Board. As a doting father, he is never without the benefit of insights into education as seen through the eyes of his two extraordinary children.

Jan Hastings is the school-based site coordinator at U.S.M.'s ETEP site in Fryeburg. She is a member of the Fryeburg Academy faculty where she teaches earth science. Jan coordinates the Academy's I-9 team which consists of nine teachers who plan and deliver interdisciplinary units to the heterogeneously grouped ninth grade class. She co-teaches "Instructional Design and Evaluation" and co-leads the "Seminar" for the interns as well as providing supervision for them during the "Internship." She holds a Bachelor's degree in Music Education from Bucknell University and a B.S. in Nursing from Thomas Jefferson University and is currently enrolled in the Instructional Leadership Program at U.S.M. On weekends, Jan can be found coaching an Odyssey of the Mind team or leading the Youth Group at the church attended by her three noisy, but endearing, children.

Jim Olcott is a first-year teacher at Fryeburg Academy where he is a member of the social studies department and a teacher at the Pequawket Valley Alternative School. Jim has a B.A. in Philosophy from St. Lawrence University. He became certified to teach in Maine through the program offered at the Fryeburg ETEP site in 1992-93. Jim is a valuable member of the I-9 team (interdisciplinary, heterogeneously-grouped ninth grade) at the Academy. As dorm parent of Payson-Mulford, Jim is quickly learning that "parenthood" can be a mixed blessing. In addition to everything else, he coaches the wrestling team, serves as the advisor to the student council, coaches the Academic Decathlon team in social studies and plans on starting an outing club in the spring so he won't be bored. Jim will be working, on a part-time basis, with one of this year's secondary social studies interns for the remainder of second semester.

Lauren Potter is a multi-age (K-2) teacher at the New Suncook School in Lovell, Maine. She has played a major role in the restructuring of teaching practices in the early grades there which now houses five multi-age classrooms. Lauren holds a Bachelor's degree from Northeastern University and a master's degree from U.S.M.'s Instructional Leadership Program. She has seventeen years of teaching experience. Her current personal challenge is to "create an environment in her classroom that supports the individuality of her students." This is Lauren's second year of involvement with the ETEProgram. She served as a mentor teacher both years and is co-teaching, for the second time, the "Introduction to the Writing Process" course which is offered to the elementary interns. She looks forward to furthering her own education in early childhood studies once she finishes financing her two remarkable children through their college years.